DOCUMENT RESUME

ED 351 994 HE 026 062

TITLE	NUFFIC: A Portrait. 1989.
INSTITUTION	Netherlands Organisation for International Cooperation in Higher Education, The Hague.
PUB DATE	90
NOTE	38p.; Some graphics may not reproduce clearly.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Cooperative Programs; Developing Nations; *Exchange Programs; Foreign Students; Grants; Higher Education; Information Dissemination; *International Educational Exchange; *International Programs; Program Budgeting; Publications
IDENTIFIERS	Africa; Asia; Latin America; *Netherlands; *NUFFIC (Netherlands)

ABSTRACT

This report describes recent developments in international educational cooperation and their effects on the Netherlands Organization for International Cooperation in Higher Education (NUFFIC), and presents a picture of NUFFIC as an organization. It has two parts. Each part is organized into parallel sections covering: cooperation in Asia, Africa, and Latin America; cooperation with industrialized countries; study assessment; information and documentation; and foreign students. Part I addresses NUFFIC the organization, with descriptions of its structure, activities, and approach. Also described are the three organizations closely associated with NUFFIC: CESO (Centre for the Study of Education in Developing Countries); IMWOO (Institute for Social Science Research in Developing Countries); and RAWOO (Advisory Council for Scientific Research in Development Problems). Part II presents the main developments occurring in NUFFIC in 1989, with supporting statistics. NUFFIC activities that are highlighted include the evaluation for equivalency and professional recognition, the types of information that NUFFIC provides as well as collects for international activities, and the various grant programs that NUFFIC administers. Contains numerous black and white photographs and various color graphics. (GLR)

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NUFFIC a Portrait 1989

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Netherlands organisation
for international cooperation
in higher education

NUFFIC
a
Portrait
1989

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in higher education

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Foreword

International cooperation in higher education. This has been the arena of Nuffic's activities since its founding in 1952. But in recent years that arena has grown bigger and busier. The Dutch government assigned education and research high priority in its policy for development assistance. This meant more funds for the type of projects Nuffic is involved with in Africa, Asia and Latin America. At the same time the European Community decided to stimulate cooperation among the universities and colleges of Europe, and new funds came available for joint projects and exchange. The developments in Central and Eastern Europe launched a process which it is hoped will result in more cooperation with the countries of the former Eastern bloc, also in the area of higher education. All of these new developments have had consequences for Nuffic. On top of this, the Dutch ministers for development cooperation and for education and science asked Nuffic to take over several of their tasks. The net result has been an increase in the organisation's activities and responsibilities. Fortunately both funds and staff have grown as well.

Expansion calls for another style of operation and for adaptations in the internal organisation of some of Nuffic's departments. A process of change was accordingly set in motion in 1989. The extension of activities into the world of professional education, or HBO, began in 1989 with a survey conducted among the HBO institutes to see what they need in the way of extra services, and to determine how Nuffic can best help.

The annual report before you describes the new developments and the effect they are having on Nuffic, and presents a picture of Nuffic as an organisation. It has two parts. Part I is about the organisation, with descriptions of its structure, activities and approach. The three organisations closely association with Nuffic are also described: CESO (Centre for the Study of Education in Developing Countries), IMWOO (Institute for Social Science Research in Developing Countries), and RAWOO (Advisory Council for Scientific Research in Development Problems). Each of these organisations publishes its own annual report. Part II presents the main developments of the last year, and is supplemented with statistics. For ease of reading, the two parts of the report are organised along parallel lines.

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Nuffic shares its current address with the Institute of Social Studies and several other organisations that are active in the fields of education, research and development cooperation. The proximity is deliberate; Nuffic wants to stay in touch with the world it serves.

Photo: Hans Hordijk

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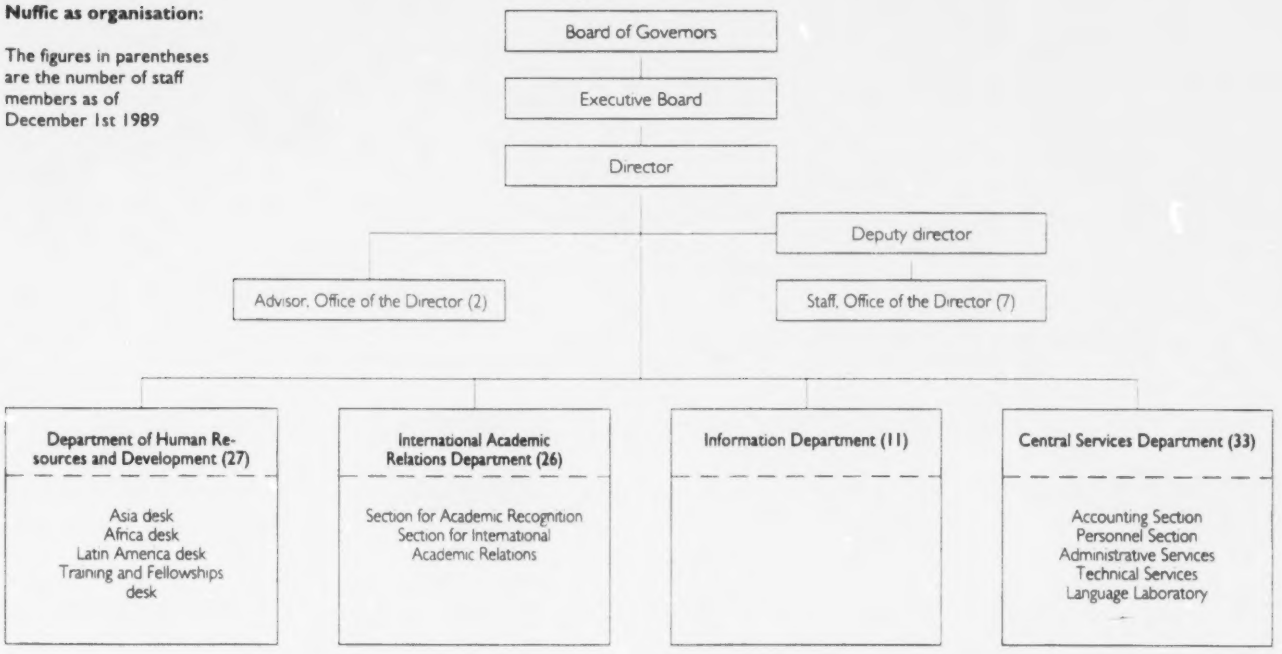
Nuffic as organisation:

The figures in parentheses are the number of staff members as of December 1st 1989



Nuffic is the Netherlands organisation for international cooperation in higher education. It supports and stimulates contacts and joint efforts with both developing and industrialised countries. Nuffic is subsidised by the Dutch government.

The Netherlands' universities founded Nuffic in 1952. Since then Nuffic's activities have expanded steadily, but the organisation still functions mainly as a facilitator--making international cooperation possible in practice. Nuffic's primary partners are the Dutch institutions of higher education: the universities, united in the Association of Cooperating Universities in the Netherlands (VSNU); the HBO institutes, united in the Association of Professional Colleges (HBO-Raad); and the institutes for International Education, which together form the Federation of International Education in the Netherlands (FIONL).

On behalf of the Dutch government and the European Community, Nuffic administers several programmes of cooperation and exchange, such as the programme by which the Netherlands offers support to educational institutions in developing countries, Stir, the EC programmes Erasmus and Comett, and the exchanges that flow from the Cultural Agreements between the Netherlands and other countries. Nuffic acts as liaison between the funding bodies and the institutions, offering advice to both sides and providing the necessary information and publicity material. Nuffic also offers advice concerning the equivalent value of degrees and diplomas earned in different countries, and it provides services for the institutes in the Netherlands that conduct advanced courses for people from developing countries.

All of these tasks are made easier by the fact that Nuffic is part of various national and international networks of organisations and information centres. With its years of experience, Nuffic is often called upon for policy input, which it provides in consultation with experts from its large network of contacts within the Dutch academic community.

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Nuffic fosters cooperation in Asia, Africa and Latin America that helps to bring lasting improvement to higher education infrastructure. As much as possible, project activities are based on the priorities of the institutions in question, and take into account the differences between countries and cultures.

If improvements made to a system of higher education are to last longer than the projects that brought them about, human resources must be developed alongside the addition of physical infrastructure. A laboratory without people well trained in how to use it is a waste of money. Likewise, it is pointless to train researchers if they are not also given the equipment needed to apply what they learn. But in either case human resources come first, and Nuffic and the Dutch institutions try not to lose sight of this.

Cooperation between institutions

The sectoral programme 'Education, Training and Research'

The Netherlands' official development assistance traditionally was concentrated on industrial and rural development. In 1986 education and research were added as a third main theme. This means that a larger portion of Dutch development assistance is aimed at the development of human resources. Funds for this purpose are disbursed mainly through the sectoral programme 'Education, Training and Research', which has as its goals the qualitative and quantitative improvement of human resources in developing countries, and the generation of relevant new knowledge. Other activities involving education, training and/or research are components of the wide variety of projects that are funded through regional and bilateral programmes.

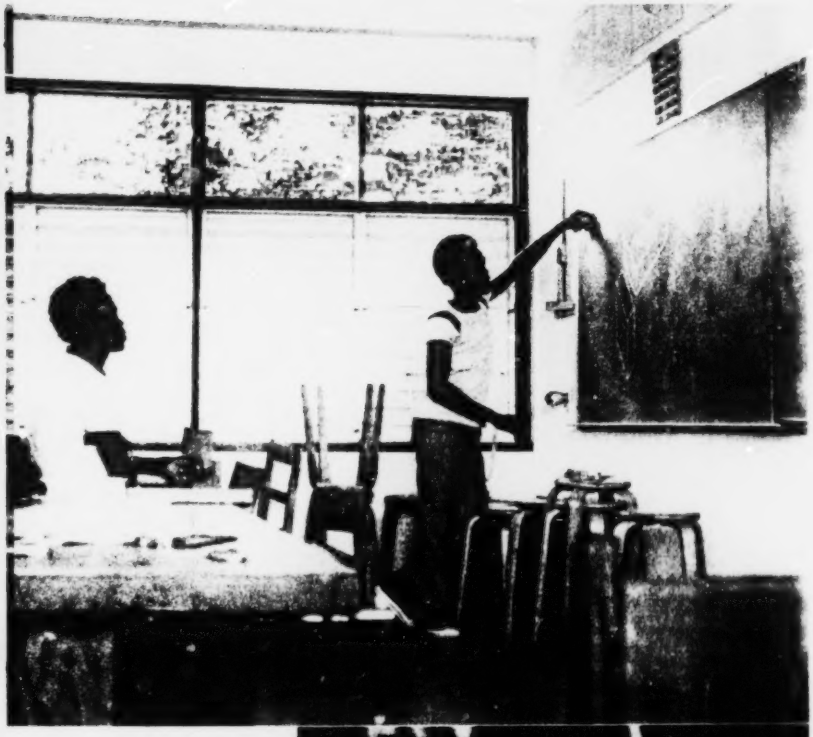
Nuffic's role in this form of development cooperation is that of a specialised agency that deals with particular aspects of the sectoral programme 'Education, Training and Research'. This programme has four components:

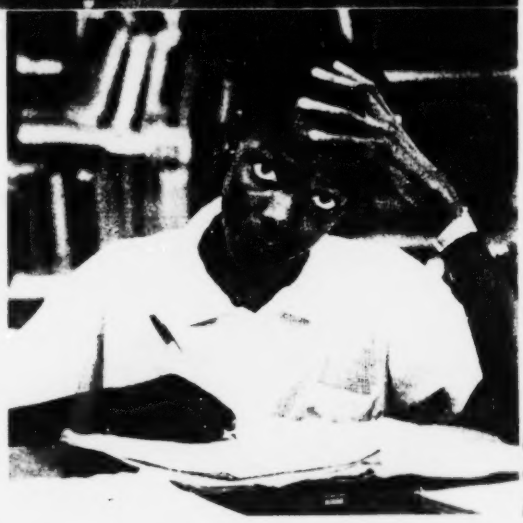
- Study in the Netherlands. Courses at post-secondary level are offered to people from developing countries.
- Education and technology. Research projects in developing countries are funded, as is strategic research conducted in Dutch or international research centres.
- Inter-institutional cooperation. Close working relationships are established between Dutch institutions (universities, HBO institutes, or institutes for International Education) and counterpart institutions in developing countries.
- Direct support for institutions in developing countries (DSO). Institutions in developing countries that offer post-secondary courses are offered support in the form of funds for fellowships.

Nuffic is particularly involved with the third and fourth components.

The Programme of Inter-Institutional Cooperation

Nuffic plays a central role in the programme of inter-institutional cooperation, the purpose of which is to increase the capacity of institutions in developing countries for teaching, conducting research and offering services to the community. Nuffic advises the Dutch government on general policy for the programme, and, at the request of the minister for development cooperation, coordinates projects and issues specific recommendations at various stages in the project cycle. Nuffic monitors projects as they are being conducted, and organises their assessment and evaluation. 'Identification missions' are conducted for the purpose of exploring possibilities for new projects and issuing policy recommendations. Nuffic and the foreign ministry's Directorate General for International Cooperation (DGIS) are still trying to find the right formula for their relationship with regard to this programme. It is Nuffic's opinion that the division of authority could more accurately reflect the government's policy of minimal intervention.





Dams, irrigation systems and other infrastructure for using natural resources provide tangible evidence of development. Less visible, but even more essential, is the development of human resources. A society must make the best use of its human talents if it is to choose and obtain the physical infrastructure it needs. This realisation is growing, and more and more reports from development banks have chapters entitled 'human resources'.

Photo: Peter Blok

Photo: Ron Giling

The Programme of Direct Support for Institutions in Developing Countries

This component of the sectoral programme is intended for helping to build up and strengthen educational institutions in developing countries so that they can offer more and better programmes of education and training. Specifically, these institutions may apply for funds for fellowships, for producing publications, and for setting up and operating training projects. Besides assessing the project proposals and recommending their acceptance or rejection, Nuffic monitors the project activities and disbursements.

Cooperation in research

Nuffic stimulates cooperation not only in education, but also in research. This is done mainly through two organisations with which Nuffic is closely allied: the Institute for Social Science Research in Developing Countries (IMWOO) and the Advisory Council for Scientific Research on Development Problems (RAWOO). Again, through joint projects, support is given to countries' attempts to improve their research infrastructure in particular fields. And the Dutch partners gain new insights from the input of their counterparts.

When a match has been found between required and available expertise, or merely between shared interests, Nuffic brings the various elements together in a consortium. Generally Nuffic itself functions as the central point from which activities are coordinated. The programme of scientific cooperation between India and the Netherlands, known as WSIN, is an example. Nuffic provides the secretariat for this mutually beneficial programme of joint projects.

Nuffic plays a similar role in two consortiums designed to support Indonesian attempts to improve their research capacity in the marine sciences and biotechnology. These programmes involve institutions elsewhere in the European Community as well as Dutch institutions.

Scientific literature

All of the Nuffic activities mentioned so far are concerned mainly with developing human resources as a way of improving systems of education and research. There is also a Nuffic programme that concentrates on providing the necessary tools: the Netherlands Periodicals Project. This project helps university libraries in developing countries to fill gaps in their collections of scientific journals. Instead of having to spend precious foreign exchange, the universities receive surplus journals from Dutch libraries. Nuffic finds matches between supply and demand, and the Dutch government pays for shipping.

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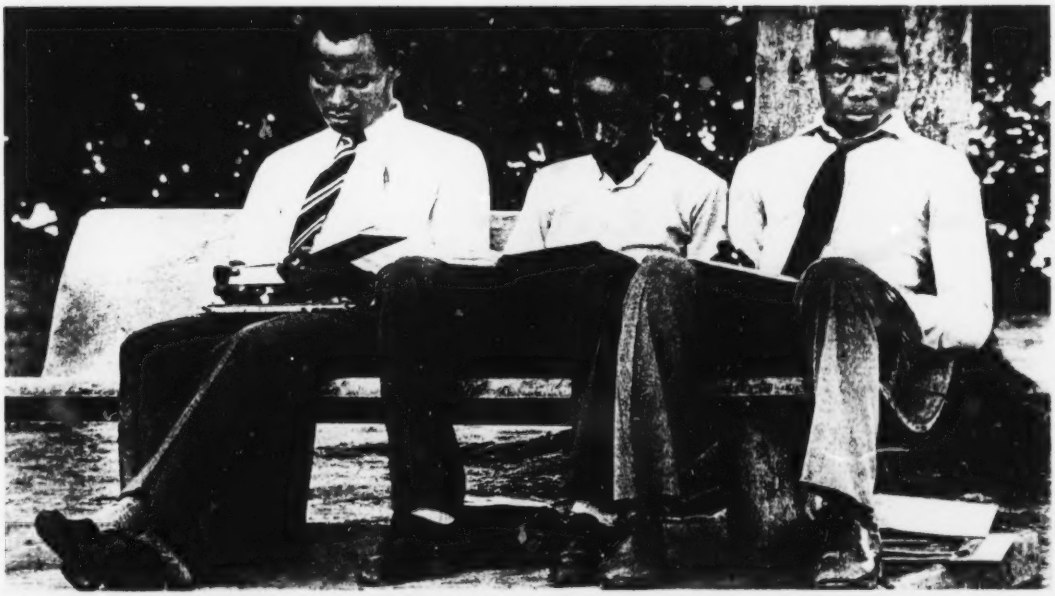

Studying for exams. A diploma opens many doors, but after a few years of experience working many graduates want to go to another country for specialised training that will enable them to contribute even more effectively to their country's development. For these people, the Netherlands created its system of International Education.
Photo: Ron Giling

International Education

Shortly after Nuffic was founded, special institutes were established to offer advanced training to people from the Third World working in positions from which they are able to contribute to their countries' development. Courses in the category known as International Education (IE) enable these professionals to update and enrich their knowledge in a short time. Today there are some 170 such courses, all of which are highly specialised and conducted in English. The Dutch government subsidises some of the institutes that offer International Education.

International Education courses present fundamental science, but at the same time are strongly oriented towards application. Most are based on the problems that course participants are required to solve in their work back home. Courses last anywhere from several weeks to two years.

Nuffic assisted at the birth of International Education, but today its role is merely one of providing services to a mature community. Nuffic helps with international publicity for the courses, and assists with the placement of students. Other services help the people attending the courses to adjust to living temporarily in the Netherlands.

Alumni Associations

When participants in International Education finish their courses and go back home, ties with the Netherlands, and with teaching staff and fellow students, are not severed. Information continues to flow back and forth between them. Nuffic helps to keep these channels open by stimulating the establishment of alumni associations. A growing number of countries now have such associations, which act as liaison between the Dutch institutes and the groups or individuals who seek to collaborate with them or to attend courses. Prospective IE participants are helped with their preparations for departure. With increasing frequency, Dutch institutes call on the expertise of alumni when they are planning to undertake activities in the country in question. And finally, alumni associations themselves sometimes undertake small-scale development projects with support from the local Dutch embassy.

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The Dutch system of International Education consists of courses that bridge the gap between theory and practice. At Barneveld College, animal husbandry is taught at an advanced scientific level. But each student is also given a flock of chickens to raise.

Photo: Thuring BV

International networks

Activities in Africa, Asia and Latin America are far more effective if they have been preceded by consultation with the organisations in other donor countries that are engaged in similar activities. Nuffic has regular contacts with its sister organisations and is member of various international networks for purposes of exchanging information. In Europe there is an informal group of Nuffic-like organisations which includes West Germany's DAAD, Ireland's HEDCO and the British Council. The European Education Aid Donors Conference (EEADC) is a network in which all Western European countries are represented. Another network, but this time of similar institutions, is the European Association of Development, Research and Training Institutes (EADI). And finally, there is the Like-Minded Group made up of RAWOO-Nuffic and other research-funding organisations from Canada, Switzerland, Sweden, Norway, the United States and Australia.

Advice

Nuffic is often asked for advice on projects involving institutions in Africa, Asia or Latin America. The organisation advises Dutch institutions on possibilities for cooperation, helps with the selection of partners, and makes recommendations about the most feasible fields and sectors. Attention is given to finding the best match between what the partner country needs and what the Netherlands has to offer, and to the presence or absence of other factors that affect the outcome of cooperation.

Nuffic advises the Minister for Development Cooperation on policy regarding support for education, training and research. During the decision-making process at the ministry, Nuffic is asked for its opinion on sections of the documents that outline policy for bilateral assistance. These documents contain the government's plans for supporting development in individual countries, and are revised every four years. On the basis of its own experience and that of the experts it consults, Nuffic delivers a global commentary, and commentaries by country.

Nuffic is also sometimes asked for advice by the World Bank, agencies of the European Community, university associations in other countries, and by governments and organisations in developing countries.

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Current political, social and economic developments in the industrialised world have important consequences for education and science. The high level of advanced research, technological rivalry and common problems leave countries--especially countries as small as the Netherlands--no choice but to cooperate internationally.

If institutions for higher education and research are to stay at the forefront of scientific knowledge, they must seek contacts beyond their borders. The quality of Dutch education improves when Dutch students are able to spend time studying in other countries. The growing international job market also requires internationally oriented education.

Students, researchers and graduates are not yet as mobile as they could be. Obstacles still exist. Education systems, study programmes and diplomas differ from one country to the next. There are also problems of language, national laws, and funding that make it difficult to 'internationalise' education and research.

One of Nuffic's main tasks is to foster international mobility for the Dutch academic community. The organisation works to reduce obstacles, without at the same time infringing on the autonomy of the universities and HBO institutes.

Programme management

Grants

Various measures have been adopted in recent years to stimulate international cooperation in higher education. Stir is a programme set up by the Dutch government which makes funds available to the universities and HBO institutes for staff and student exchanges, and for joint projects. Nuffic manages these funds and assesses the proposals submitted by the institutions. The budget for Stir will grow until 1991, when it will stabilise at ten million guilders a year.

The European Community has also adopted measures to stimulate exchanges of students, researchers and knowledge among the member states. The Erasmus programme--European Community Action Scheme for the Mobility of University Students--is an example. Students apply to Erasmus for grants to study elsewhere in the EC. Each member state has a National Grant Awarding Authority (NGAA), which awards the grants and administers the country's portion of the Erasmus budget for this purpose. For the Netherlands this authority is Nuffic. Universities and HBO institutes can apply to Erasmus for subsidies when they wish to set up exchanges with institutions in other member states. Nuffic provides them with the information they need.

Lingua is an EC programme comparable to Erasmus, but aimed solely at improving the teaching of foreign languages in the Community. Secondary schools are eligible to take part as well as universities and HBO institutes.

Comett--the Community Programme for Education and Training in Technology--is another EC programme with which Nuffic is involved. The purpose of Comett is to enable businesses and educational institutions to set up joint training programmes as a way of improving the overall level of technological education in the EC. In the Netherlands Nuffic provides information about the programme, and gives advice to potential Comett partners and to the companies and the universities and institutes that already have Comett grants.

Cultural Agreements are bilateral agreements spelling out specific ways for strengthening cultural ties with other countries. The Netherlands has Cultural Agreements with almost 40 countries. Among the many possibilities offered by these agreements are grants for the exchange of students, scientific staff and recent graduates. Nuffic administers these grants.

And finally, Nuffic is involved with the educational assistance offered by the Netherlands and the European Community to countries in Central and Eastern Europe.

OSPA

The Office for Student Placement Abroad (OSPA) is an initiative of the HBO-Raad (Association of Institutes for Professional Education). It too contributes to the 'internationalisation' of Dutch higher education, and it too is part of Nuffic. OSPA works with the HBO institutes' internship coordinators, helping to inform students about possibilities for periods of practical training, and acting as mediator with the organisations and companies in other countries that offer internships.

Years of mediation eventually should result in more or less permanent links between Dutch HBO institutes and companies and counterpart institutions inside and outside Europe. The Dutch institutes not only will send their students for practical training, but also will receive students

Where is this university? You will probably know at a glance: England. Each country of the European Community has its own distinct academic tradition. But each country is also open to accepting students from elsewhere in Europe. Unity in diversity is the goal of internationalisation.

Photo: Jos Lammers

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from counterpart institutions. They will similarly arrange positions for these students in Dutch companies and organisations, and offer them assistance and supervision.

International networks

On its own, of course, Nuffic cannot do much to make Dutch higher education more international. This depends on organisations and educational institutions both here and in other countries. Networks make contact with them easier, and Nuffic belongs to several. The NGAA network of the European Community is useful for exchanging information about how the Erasmus programme is being conducted in the different countries. Through the network, the NGAAS also try to achieve consistency in policy regarding the awarding of grants.

As the national information centre for the Comett programme, Nuffic belongs to a network of such centres. Network members consult among themselves and with the EC.

Advice

Over the years Nuffic has built up a store of knowledge about education in other countries, about possibilities for establishing international contacts, and about funds that are available for joint projects and programmes. The organisation is therefore the hub for all sorts of activities involving international cooperation in higher education. Not surprisingly, it is frequently called upon for advice by the Dutch universities and HBO institutes, and by the Dutch government.

Nuffic advises the institutions mainly about how to set up international projects and about new possibilities for funding. The Minister of Education and Science receives Nuffic recommendations on matters of policy regarding internationalisation. Results are reported to him, and his attention is drawn to problems such as the shortage of housing for foreign students, and language problems.

Within the EC apparatus, Nuffic is represented on the Erasmus Advisory Committee, which makes suggestions for the Erasmus programme. Nuffic is also occasionally asked for advice by international organisations such as Unesco, Cepes, the World Bank and the International Association of Universities.

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Study assessment

A person from another country who comes to the Netherlands to study or work either temporarily or on a long-term basis often runs into the problem that Dutch employers or educational institutions do not know how to evaluate an education obtained in a different system. Likewise, when Dutch people present their credentials in another country, the employer or school often does not know what to make of them. Nuffic can help in these situations. With the extensive documentation it has collected on curricula and education systems in nearly every country of the world, Nuffic can translate foreign diplomas and transcripts into terms understandable in the Netherlands. A team of experts, each specialised in the education systems of a particular region, is capable of indicating the equivalent value of any diploma or degree awarded in the region. This same team also can explain Dutch diplomas and degrees in terms that are understandable in other countries. This helps to ensure that Dutch education and Dutch credentials get the recognition they deserve. As a centre for credential evaluation, Nuffic is a member of several international networks of similar centres.

Equivalence and professional recognition

Education systems and study programmes throughout the world are too varied for Nuffic to be able to make any general rules about the value of diplomas. Each request for a diploma assessment is dealt with individually. Usually whoever is making the request wants to know if the person in question has the education needed for a particular job or programme of further study. Nuffic then issues a recommendation rather than a pronouncement, and it can be accepted or rejected. Most often Nuffic recommendations are accepted, however.

In 1988 Nuffic published a guide called *Waardering van buitenlandse getuigschriften in Nederland* ('The evaluation of foreign credentials in the Netherlands'), which contains descriptions, and suggested equivalences, of diplomas and certificates that are frequently presented for comparison with Dutch credentials. This reference work makes it possible for university officers themselves to answer the most common questions concerning equivalence. A second edition is being prepared, which will also be useful for the HBO institutes.

Until recently most requests for credential assessment concerned specific individuals. But the growing volume of international exchanges is bringing with it a new type of request: for recognition of semesters spent studying in another country, with their associated grades and credits. Nuffic has the documentation required for advising the universities and HBO institutes on these matters.

To organisations and government agencies in other countries Nuffic regularly disseminates information concerning the value of Dutch diplomas. This helps people who have studied in the Netherlands to get fair recognition for their education.

International networks

NEIC and NARIC are two more international networks of which Nuffic is member. Both are centred on credential assessment and offer channels for the flow of information.

The European Community's network for this purpose is called NARIC, which stands for National Academic Recognition Information Centres. Organisations like Nuffic from each member state exchange information and issue recommendations to Brussels. The NEIC network (National Equivalence Information Centres) is much the same, but for the Council of Europe rather than the EC.

These two networks are useful mainly for disseminating information about higher education in the Netherlands. Nuffic's participation in them serves to enhance the reputation of Dutch diplomas, and in both networks Nuffic plays an active, leading role.

TRACE is another network--but this time including organisations in North America as well as Europe. Its purpose is to facilitate university exchanges. TRACE is developing a database with information about systems of higher education, universities and colleges, and study possibilities. This will make it easier to compare curricula and to assess diplomas for purposes of acknowledging equivalence, all of which will reduce obstacles for students wishing to enroll in courses in other countries, and to receive credit for them.

Advice

Nuffic advises various bodies--at home and in other countries--on matters involving academic equivalence and recognition. The most regular users of this service are educational institutions and the Dutch government.

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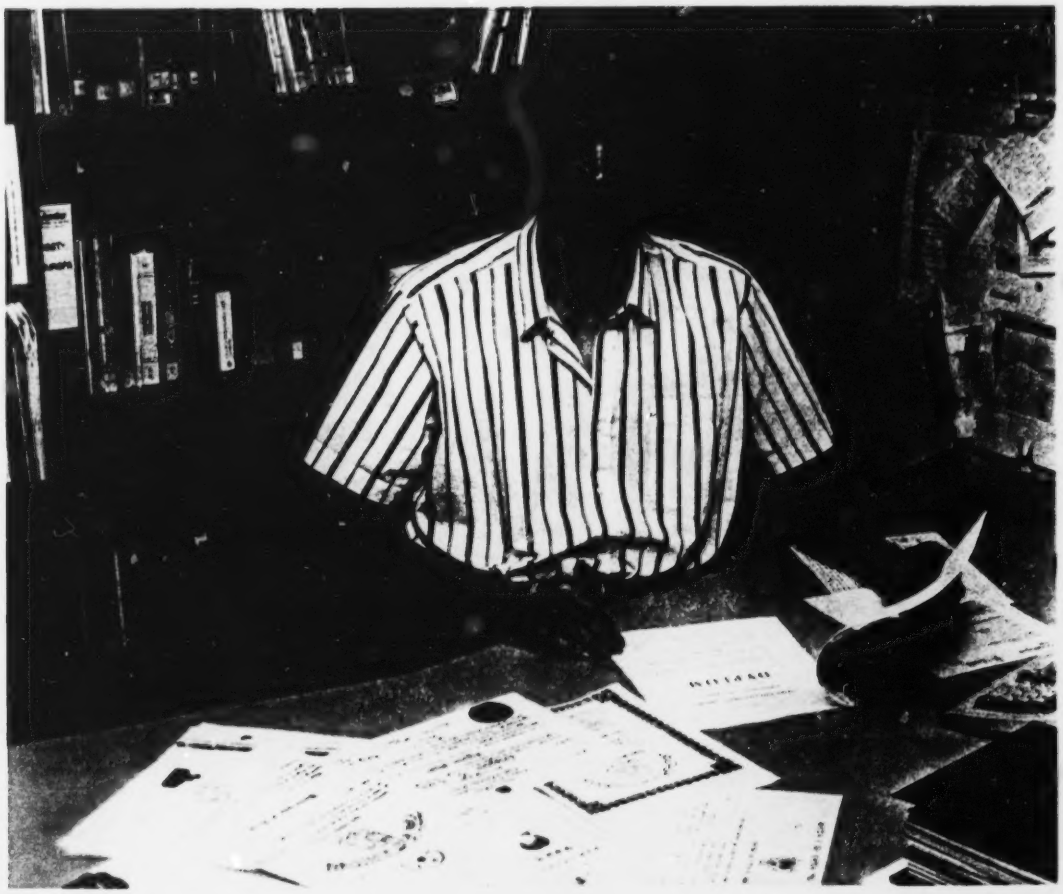

Paul van der Werve is one of Nuffic's specialists in evaluating diplomas from other countries. This work must be done with great care; the future of the diploma holder might depend on Nuffic's recommendation.

Photo: Marina Danzmann

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Information prepared by Nuffic is directed towards the boards and staffs of universities and HBO institutes, and towards students, the Dutch government, development workers, international organisations--in short, towards anyone who might have questions about higher education and international cooperation. Nuffic informs people in other countries about the situation in the Netherlands, and people in the Netherlands about situations in other countries.

By meeting with experts and organisations in other countries and exchanging information with them, Nuffic tries to make sure that they have an accurate picture of the quality of Dutch education. Nuffic's counterpart organisations in Europe, the United States, Japan and other industrial countries are regularly brought up to date on changes that take place in Dutch higher education. For this purpose Nuffic staff takes part in many meetings and conferences.

Another job of the Nuffic staff is to see that the universities, HBO institutes and the education ministry are consistent in the information they send out of the country regarding Dutch higher education.

Diana Verhoef manages the growing stream of documentation which Nuffic collects as background material for international activities. She also makes the information accessible to the people who need it. It goes without saying that computers play a part in this process.
Photo: Hans Hordijk

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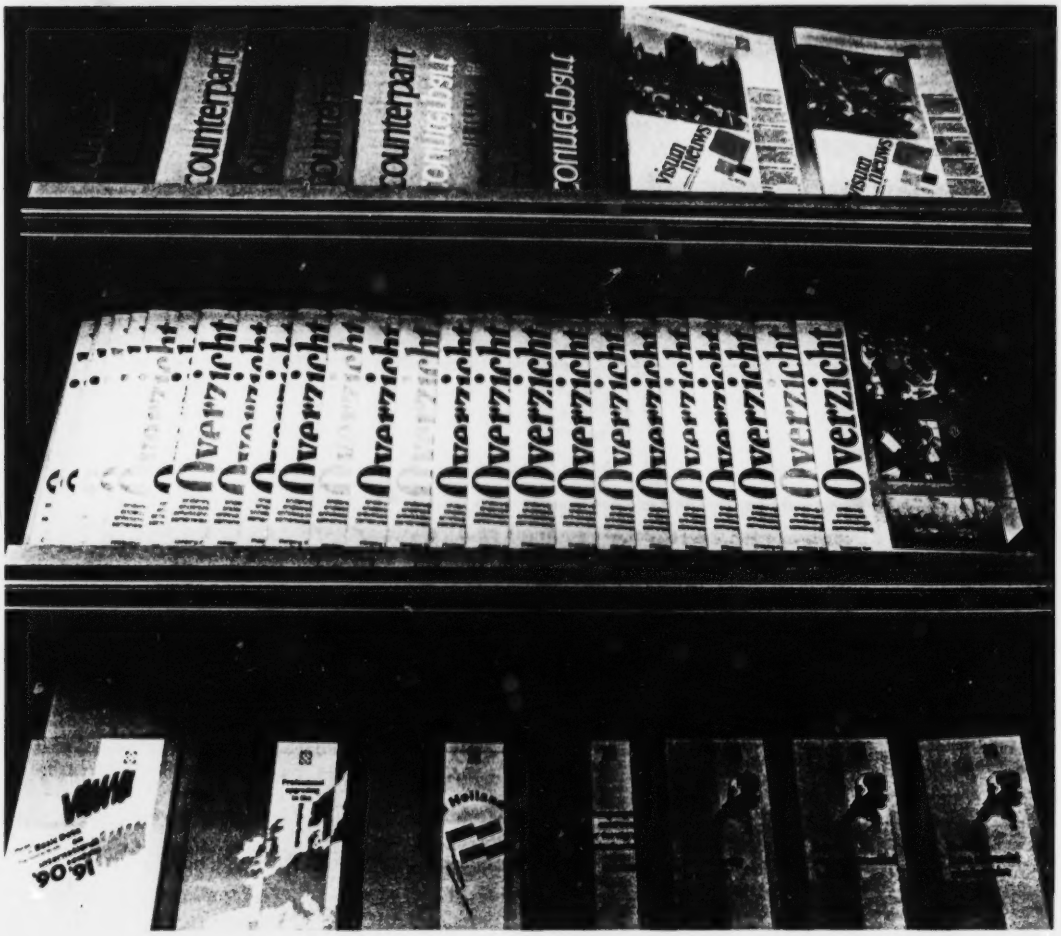

Nuffic's international magazine *Counterpart* is read all over the world. It contains articles about the international dimension of higher education in the Netherlands. Here *Counterpart* is displayed alongside its counterparts in the Dutch language--magazines that keep the Dutch public up-to-date on the academic community's efforts to become more international, and on the role of education and research in development cooperation. Would you like to be on the mailing list for *Counterpart*? Just write a note to Nuffic's information department.

Photo: Thuring BV

The general public

Each day dozens of telephone calls and letters come in with specific questions about study possibilities here and abroad, and about grant programmes and the value of diplomas. To answer the most common general questions, Nuffic has made a series of booklets and folders which are continuously updated and can be sent on request.

Publications

Overzicht and *Visum Nieuws* are magazines published by Nuffic. *Overzicht* is a monthly with articles about education, research and the Third World. *Visum Nieuws* is about academic cooperation with western countries. For both publications, the audience is made up of members of the Dutch academic community with an interest in international affairs. The magazines' ultimate purpose is to increase the professionalism of Dutch attempts at international cooperation.

For prospective foreign students, Nuffic publishes an annual catalogue called 'Basic data on international courses offered in the Netherlands'. Once foreign students have arrived they receive Nuffic's weekly Newsletter, which informs them of the issues and events occupying the Dutch public.

Advice

Nuffic advises the universities, HBO institutes and other organisations about international publicity, sometimes supervising the design and production of their posters, booklets, etc. And finally, Nuffic organises meetings and presentations for international relations officers of the Dutch universities and HBO institutes, and takes part in such events when they are organised by other organisations at home or abroad.

Documentation

Nuffic's documentalists help the staff to locate the literature they need for doing their work. They also keep abreast of the latest publications and draw the attention of staff members to relevant material. This is done in part through the publication of *Achtergrond*, a monthly collection of newspaper clippings and articles on topics related to international cooperation in higher education, research and training. Resources go beyond what is available in Nuffic's library, since on-line computer facilities provide access to various national and international databanks. The service provided by Nuffic's documentalists is not only internal; *Achtergrond* is distributed throughout the academic community, and reviews of books and reports dealing with education and research in developing countries are published in *Overzicht*.

Foreign students should be offered the top-quality education they come for. Of course. But there is more to it than that. If they are to do well in their studies they must feel at ease in their new surroundings. Opportunities are arranged for them to become acquainted with the Netherlands and its people. These students from Indonesia are getting to know Utrecht. The cathedral tower, which the students have just climbed, is one of the Netherlands' oldest historic monuments.

Grant programmes

Nuffic coordinates and administers various scholarship programmes for students from developing countries. These are sponsored by the Dutch government and by international organisations.

The following grant programmes are managed on behalf of the Dutch foreign ministry:

- The Netherlands Fellowships Programme (NFP). This programme provides study grants for individuals and groups. Nuffic offers advice and assistance with the preparation of courses, selects candidates, and administers funds.
- The Programme for Indonesian Fellows (PIF). Each year some 250 Indonesian students are given scholarships to attend courses at the institutes for International Education in the Netherlands. Nuffic registers the applications, administers the finances, and submits reports to the government.
- The Programme for Indonesian Academic Fellows (PIAF). Nuffic is fully responsible for the programme by which Indonesian students come to the Netherlands to obtain regular university degrees. Nuffic acts as programme coordinator; selects, prepares and places students; welcomes students, arranges their housing and offers them social assistance; and administers funds.
- The BPPT programme, by which the Indonesian government sends students to earn degrees, mainly at Delft University of Technology. Nuffic places the students, monitors their performance, and reports to the Indonesian government on their progress.

The Cultural Agreements between the Netherlands and certain developing countries offer possibilities for the exchange of both students and staff. Nuffic administers the grants that are awarded for this purpose.

Nuffic also administers grants which international organisations make available for study in the Netherlands. These are the European Community, the Food and Agricultural Organisation of the United Nations (FAO), the International Atomic Energy Agency (IAEA), the United Nations Industrial Development Organisation (Unido), the United Nations Educational, Scientific and Cultural Organisation (Unesco), the International Labour Organisation (ILO), and the International Telecommunication Union (ITU).

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Managing grant programmes means far more than just administering funds. Care is taken, for example, to find the institution and study programme that best suits a candidate's needs. Sometimes these are standard courses, and sometimes courses are tailor-made for a particular purpose.

Meet the Netherlands

Together with the Foreign Student Service, Nuffic organises excursions and a series of weekends designed to help foreign students and visiting scientists to see more of the country than the city in which they are living.

Language laboratory

Despite the language testing associated with admission requirements, foreign students sometimes find that their mastery of English or Dutch is insufficient for them to get the most out of their stay in the Netherlands. Nuffic therefore has a language laboratory offering courses at various levels in Dutch, English and sometimes French or Spanish. Students work individually: at their own pace and level. These courses are also attended by political refugees and by a small number of guest workers and Dutch people. Through their national networks, Nuffic's language teachers share their expertise in the teaching of Dutch as a foreign language.

■

Nuffic has a department for preventing misunderstandings. This is the language laboratory, where teachers and modern equipment help foreign students to learn the Dutch or English they need to understand and be understood--both essential in any education.

Photo Hans Hordijk

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Operating budget of Nuffic, in thousands of guilders

1987	7.074
1988	7.554
1989	9.043

Total budgets of programmes managed by Nuffic, in thousands of guilders

1987	18.429
1988	31.098
1989	54.852

The process of internationalising Dutch higher education moved along well in 1989. The pace was quickened by bigger budgets for several programmes--Erasmus, Stir, Comett, and the Cultural Agreements--and by a new programme: Lingua. To bridge the gap in the Netherlands between policy and practice, the Committee for the Internationalisation of University Education (Coinwo) was formed in June. This committee allocates the Stir funds for the university community and also makes policy recommendations, both solicited and unsolicited.

In the area of development cooperation, the most important new developments in 1989 were related to Nuffic's mandate for the foreign ministry's programmes of inter-institutional cooperation, and of direct support to institutions in developing countries. Things did not go altogether smoothly in the beginning. The adaptation of the old PUO programme to meet the conditions of the new programme of inter-institutional cooperation presented more pitfalls than anticipated.

The net result of the new developments on two fronts--internationalisation and development cooperation--was an increase in the volume of Nuffic's activities. Nuffic's triple role of coordination, support and stimulation became more apparent than ever.

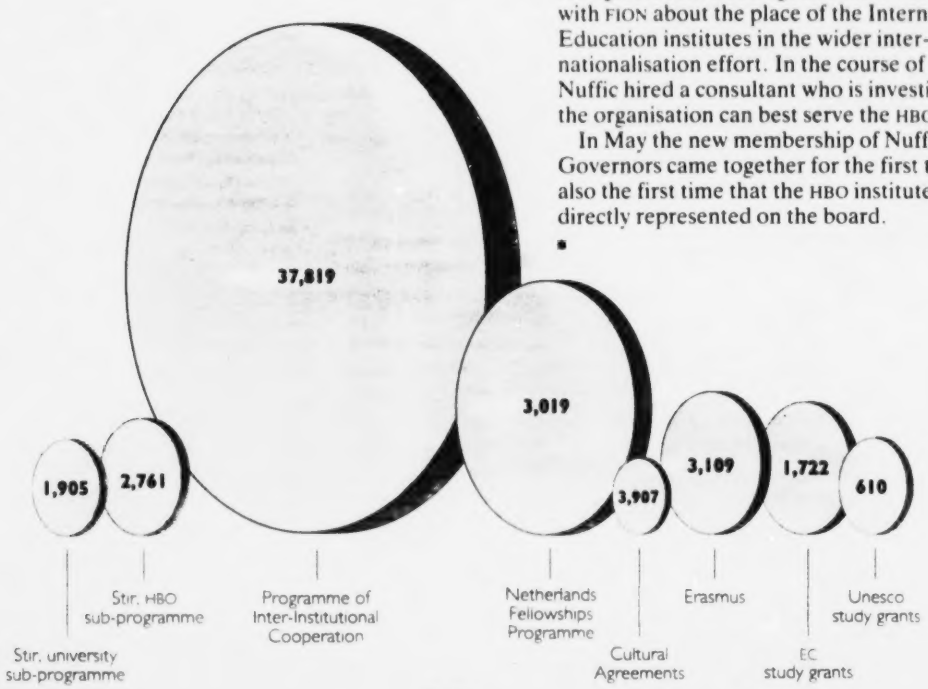
There was danger that with growing possibilities for cooperation within the European Community and with Central and Eastern Europe, cooperation with developing countries in the field of education and research would be neglected. Nuffic considers both efforts to be of equal importance.

For years Nuffic has had regular contacts with the ministries of education and science, and of foreign affairs. In 1989 specific contacts were also established with the ministry of agriculture and fisheries, since this ministry allocates a portion of the Stir programme funds.

Nuffic meets regularly with the bodies that represent the three branches of Dutch higher education: VSNU, the HBO-Raad and FION. Internationalisation and other matters of policy are the main topics of discussion. In 1989 Nuffic advised the education ministry on the subject of foreign-student housing, and talks were conducted with FION about the place of the International Education institutes in the wider internationalisation effort. In the course of the year Nuffic hired a consultant who is investigating how the organisation can best serve the HBO institutes.

In May the new membership of Nuffic's Board of Governors came together for the first time. It was also the first time that the HBO institutes were directly represented on the board.

The budgets of the programmes managed by Nuffic (in terms of funds disbursed in 1989), in thousands of guilders



Here is development at the grass-roots level--literally. This is the ultimate aim of all Dutch projects with institutions in the Third World, even though most project activities take place on the campus. Every project is designed to ensure that what is achieved benefits not just the institution, but also society-at-large. Nuffic sees service to society, in the broad sense of the term, as the main purpose of all institutions for higher education.
Photo Ron Giling

Five 'identification missions' were conducted in 1989 to explore possibilities for new projects. The reason for this small number is that funds were limited, and there was considerable work to be done following up earlier identification missions. Thirty-one advisory reports were drafted, and 40 others were further processed. In all, 24 countries were involved.

Once a project proposal has been approved by the foreign ministry's Directorate General for International Cooperation (DGIS), Nuffic is asked to draw up a contract with the Dutch institution involved, which in turn signs an agreement with the counterpart institution in the developing country. In 1989 Nuffic concluded 11 such agreements. For ongoing projects Nuffic acts as the monitoring agency, controlling the finances and keeping an eye on how the project is conducted. In 1989 Nuffic monitored 127 projects and organised 16 evaluation missions to 12 countries.

Cooperation between institutions

Several new projects were approved in 1989 for the programme of inter-institutional cooperation, and several ongoing projects became eligible for extension. In one case, it was decided that a project should be phased out. New developments in the programmes of inter-institutional cooperation (SV) and of direct support to institutions in developing countries (DSO) are described in the following, by country.

• Africa

Benin

Cooperation between the National University of Benin and Wageningen Agricultural University, Utrecht University and the University of Amsterdam was evaluated. Proposals for two follow-up projects--in rural economics and in nutrition--were assessed.

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Botswana

Cooperation between the University of Botswana and the Free University Amsterdam was expanded by the addition of a project involving microcomputer applications and training. Funds were also provided by the EC. The Institute of Development Management conducted a DSO project for training management instructors, which Nuffic evaluated in 1989. On the basis of the evaluation, a proposal for a long-term DSO project was drafted.

Burkina Faso

The University of Ouagadougou and the University of Groningen worked together in the fields of education, mathematics and physics, economics, and the computer sciences. A project was conducted involving ecology and livestock.

Kenya

A number of ongoing programmes were integrated into the programme of inter-institutional links, and Nuffic became responsible for monitoring them. A course entitled 'Communication policy and training' was evaluated, and a link between MOI University in Eldoret and the University of Amsterdam was prepared.

Lesotho

The Free University Amsterdam and the University of Lesotho prepared a project for training teachers of home economics and microcomputer use. An ongoing project provided refresher courses for teachers and students in the exact sciences.

Countries in which identification missions were conducted in 1989

Egypt
North Yemen
Zimbabwe
Surinam
Pakistan

Countries in which evaluation missions were conducted in 1989

Mozambique
Zimbabwe
Kenya
Sudan
Tanzania
Benin
Peru
Colombia
Philippines
Indonesia
Thailand
Vietnam

Countries in which projects funded from the Programme of Inter-Institutional Cooperation were being conducted in 1989

Bangladesh
Philippines
Indonesia
Sri Lanka
Vietnam
Botswana
Egypt
Kenya
Malawi
Niger
Sudan
Tanzania
Zimbabwe
Costa Rica
Nicaragua
Colombia
Surinam
China
India
North Yemen
Thailand
Benin
Burkina Faso
Cameroon
Lesotho
Mozambique
Nigeria
Swaziland
Zambia
Peru
El Salvador
Bolivia
Ecuador
Caribbean region

Approval for one year was given to a proposed project for offering management training to staff members of grass-roots organisations.

Cameroon

Three proposals for long-term projects are being prepared. All will help institutes in Cameroon to offer management training to the staff of grass-roots organisations. The *Ecole de Faune* is able to offer several scholarships with funds from the DSO programme.

Egypt

Following an identification mission, a proposal for the improvement of human and capital resources at the Palestinian Hospital in Cairo was approved by DGIS for the DSO programme. The project is now being monitored by Nuffic.

Malawi

The University of Malawi and the Free University Amsterdam prepared a project for offering refresher courses to secondary-school science teachers.

Mozambique

As a result of the continuing civil war in Mozambique, joint activities were restricted to the area in and around Maputo. The entire link with the Eduardo Mondlane University was evaluated, and on the basis of the positive findings preparations were made for a next phase of cooperation. Consideration will be given to the addition of activities in two new fields--geology and biology.

Niger

Support from the DSO programme was given to the *Atelier de Formation sur la Surveillance de Acrédienne*.

Nigeria

A proposal was assessed for a joint project between the Rivers State University of Science and Technology, and Delft University of Technology. It calls for manpower development in the fields of hydraulics, hydrodynamics and water management. Several fellowships were also made possible through the DSO programme.

Sudan

The project entitled 'Teaching and research in regional and rural planning' was evaluated. Fellowships and materials were made available to the Afhad University College for Women through the DSO programme.

Swaziland

Cooperation with the University of Amsterdam and the Free University Amsterdam was expanded to include a project for microcomputer applications and training. Mananga Agricultural Centre received funds for fellowships, books and materials from the DSO programme.

Tanzania

The University of Dar es Salaam has working relationships in various fields with the GMDC, Eindhoven University of Technology, and the University of Nijmegen. Projects with Nijmegen in applied microbiology, dentistry and organic chemistry were prepared. The course entitled 'Transport policy and planning' underwent external evaluation. In cooperation with the National Soil Service of Tanzania, ITC conducted a project entitled 'In-service training for land resource surveyors'.

At the Eduardo Mondlane University in Mozambique. This university has many joint projects with Dutch institutions--mainly the Free University Amsterdam. Most projects are designed to improve courses in engineering and science.
Photo Ron Giling

A typical example of cooperation that serves the masses. New farm equipment is being introduced in the field.
Photo Ron Giling

Zambia

Cooperation between the University of Zambia, and Wageningen Agricultural University and the three Dutch engineering universities (Delft, Eindhoven and Twente) involves a number of ongoing projects. In 1989 proposals were prepared for new projects. The PAID/ESA institute in Kabwe received support for one year from the DSO programme.

Zimbabwe

The project in rural and urban planning was evaluated. Partly on the basis of positive findings, a proposal was prepared for a subsequent phase. Two other projects were conducted: refresher courses for science teachers, and research and training in geochemical analysis.

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A course in Nicaragua is offered specially for women. One of the criteria for Dutch government funding is that projects help women to improve their social position. Projects in education and research are no exception.
Photo Peter Biok

• Latin America

Bolivia

Preparations were concluded for a link between the University of San Simon in Cochabamba, and Wageningen Agricultural University and Utrecht University. There will be projects in land and water use, and mathematics. A project for a land resources surveying course was formalised as part of a worldwide programme.

The Caribbean region

A project to increase Jamaica's capacity for research and teaching in the field of 'women and development' was continued in anticipation of a decision to extend it into another phase.

Colombia

Cooperation with the International Institute for Aerospace Survey and Earth Sciences (ITC) in the fields of cartography, remote sensing and physical geography was evaluated. It was suggested that more emphasis be placed on the development of capacity for conducting independent research. Preparations were made for cooperation in the field of sanitary engineering between the *Universidad del Valle*, and the International Institute for Hydraulic and Environmental Engineering (IHE) and Delft University of Technology.

Costa Rica

The relationship between the University of Costa Rica and Utrecht University, Tilburg University and Wageningen Agricultural University was evaluated. The findings were positive, and the projects in veterinary medicine, economics, geography, sociology and fish farming were extended. Preparations were made for a new project in the field of hematology.

Ecuador

A request for a renewed contribution to regional educational activities for developing local government was assessed and approved.

El Salvador

Financial support was granted in 1989 for cooperation between the University of El Salvador and the University of Limburg. But in November the campus was occupied by the Salvadoran army and a period of repression set in. The rector and five faculty members of the Catholic university were murdered.

Guatemala

Preparations were made for cooperation in the fields of physics, chemistry and biology between San Carlos University and Utrecht University, with the help of the *Hogeschool Midden Nederland*. Plans were also made for cooperation in the field of university planning.

Nicaragua

Cooperation, which is extensive between Nicaraguan and Dutch institutions, continued in 1989. The many projects involve Wageningen Agricultural University, Delft University of Technology, the Free University Amsterdam, *Universidad Autonoma*, the *Instituto Superior de Ciencas Agropecuarias* and the *Universidad Nacional de Ingeniera*.

Surinam

An 'identification mission' explored possibilities for cooperation in education, concluding that there is potential for projects with budgets totalling some 155 million guilders. Towards the end of the year Nuffic was asked to help Surinam's ministry of education and popular development to draft several of the proposals.

• Asia

Bangladesh

The process of drafting proposals for projects involving livestock farming and civil engineering was laborious, which meant a delay in the start of project activities.

China

The Chinese government's repression of the democracy movement resulted in the second half of the year in the suspension or delay of joint projects with China. Various Chinese students in the Netherlands were given permission to stay longer than planned.

India

The Dutch Institute of Housing Studies (IHS) and the Human Settlements Management Institute in New Delhi worked together in what is known as the 'Indian human settlements programme'. The two partners are trying together to set up a South-South network on the subject of habitat. Courses, exchanges and seminars were offered mainly for people from the region.

The main building of the famous Gadjah Mada University in Yogyakarta, Indonesia. The university is named after the great statesman who first brought political unity to the Indonesian archipelago hundreds of years ago.
Photo Ron Giling

Indonesia

Most of the joint projects of Wageningen Agricultural University and Brawijaya University entered their fourth phase. It was suggested that many of the agricultural projects should be phased out now that Brawijaya is capable of keeping the courses and faculties going on its own.

Cooperation between Gadjah Mada University and the Free University Amsterdam, Utrecht University and Wageningen Agricultural University also entered a fourth phase. Proposals for a final phase during which all responsibility would be transferred to Gadjah Mada have been submitted for the projects in earth sciences, forestry and nature conservation, health development, human geography and chemistry.

After a long process of assessing proposals, the telecommunications project was launched which is a joint effort of Eindhoven University of Technology and the Surabaya Institute of Technology.

Many other projects are being conducted in Indonesia by Dutch universities, International Education institutes, and HBO institutes. Most of them involve the training of Indonesian staff.

North Yemen

The Institute for Hydraulic and Environmental Engineering (IHE) and the University of Sana'a began a project in hydraulic and sanitary engineering. An 'identification mission' explored possibilities for projects in the fields of health care, administration and policy, and women's studies.

The Philippines

The team evaluating cooperation with the University of the Philippines at Los Baños recommended continuing the project called 'International training in rural extension'.
The Philippine university also submitted several proposals for the DSO programme. A proposal was submitted for continued cooperation between Barneveld College and the International Training Centre on Pig Husbandry.

Sri Lanka

Political unrest put a stop to various projects.
An evaluation of cooperation between Leiden University and the University of Colombo had to be cancelled, and other projects experienced delay.

Thailand

The Asian Institute of Technology (AIT) worked together with the Institute of Social Studies (ISS) in a programme of international education and research on the topic of rural and regional development planning. The AIT also received support through the DSO programme. Both projects were evaluated in 1989. Several other projects were concluded, and various institutions in Thailand were offered funds for fellowships from the DSO programme.

Vietnam

Cooperation with Vietnam was evaluated.
The projects examined were in the fields of genetics, soil science and leprosy prevention. These involve Leiden University, Wageningen Agricultural University, the University of Amsterdam, the University of Hanoi, the University of Can Tho, and the National Institute of Hygiene in Hanoi. Proposals were submitted for extension of two of the projects.

Cooperation in research

In honour of the 375th anniversary of the University of Groningen, an international conference was held in Groningen in March under the title 'Development-related research: the role of the Netherlands'. Nuffic and RAWOO helped with its organisation. In the area of joint research projects and projects for the purpose of increasing research capacity, the following developments took place in 1989:

Biotechnology in Indonesia

Nuffic provides the secretariat for the Indonesia-Netherlands Biotechnology Steering Group.
A project proposal was drafted and processed in 1989 which involves cooperation with the inter-university centre of Gadjah Mada University, and the microbiology department of IPB Bogor.

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Marine science in Indonesia

Nuffic is joined in a consortium with the *Deutsche Gesellschaft für Technische Zusammenarbeit* and the British Council. Together they submitted a proposal for developing marine-science education at six Indonesian universities. Already several Dutch institutes have stated their willingness to receive Indonesian fellows.

India-Netherlands Scientific Cooperation (WSIN)

Various Dutch and Indian scientists are engaged in joint projects. In 1989 cooperation between Delft University of Technology and Bhabha Atomic Research Centre in Bombay was expanded. ITC in Enschede enrolled Indian fellows in its remote-sensing course. And joint research projects in the fields of anaerobic waste-water treatment, biotechnology and astronomy were conducted. The proceedings of a workshop on science policy were published as a book.

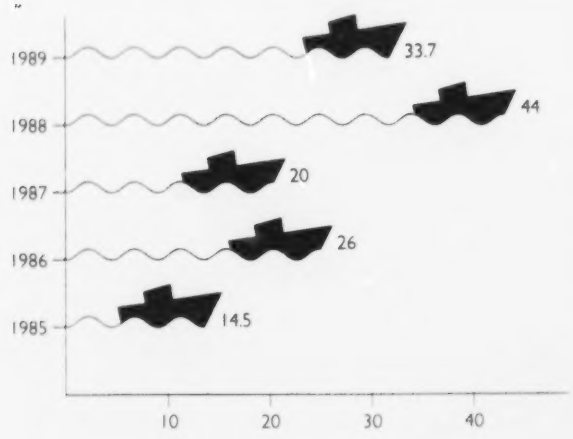
EC rehabilitation project

Each year the EC makes funds available to several countries for the purchase of medical equipment. Nuffic was asked to coordinate this effort on behalf of the Netherlands for Nicaragua and Vietnam. The Free University Amsterdam provided three Vietnamese hospitals with equipment for physical therapy.

The Netherlands Periodicals Project in 1989

Shipments:	33
Destinations:	31 (in 20 countries)
Total volume:	33.79 m^3
Total weight:	14,518 kilogrammes
Total shipping costs:	Dfl. 69,046
Average shipping cost per kilogramme:	Dfl. 4.75

The Netherlands Periodicals Project (m^3 of books and journals shipped), by year



Scientific literature

After a pilot phase of five years, the Netherlands Periodicals Project on January 1st 1989 was given independent status. Conducted by Nuffic, it has a budget of 495,000 guilders for four years to cover the costs of staff and shipping.

One of the main activities in 1989 was shipping off the valuable collection of periodicals on electronics and computers which came available upon the closure of Philips International Institute of Technological Studies. The recipient was the *Universidad Nacional de Ingeniera* in Nicaragua.

It is policy to send literature as much as possible to libraries where it will serve as support for project activities sponsored from the Netherlands. A shipment was sent to the Palestine Red Crescent Hospital in Cairo, for example. In 1989, as in other years, most shipments went to Indonesia. The requests for literature in 1989 gave evidence of growing interest in ecology.

International Education

Netherlands Alumni Associations

At the request of the Minister for Development Cooperation, Nuffic drafted a report evaluating the experience in recent years of Netherlands Alumni Associations (NAAS). Proposals were drafted for expanding their number significantly.

At present, alumni associations are functioning in India, Indonesia, Korea, Nepal, the Philippines, Singapore, Sri Lanka and Thailand. They organise lectures, films and exhibitions, publish newsletters, and provide informative programmes for people in their countries who are about to depart for a period of work or study in the Netherlands.

The NAA in Indonesia--Ikaned--published four issues of its quarterly known as 'Tulip'.

International networks

Among the many networks in which Nuffic participates is the Task Force on Education in Africa South of the Sahara, which met twice in 1989. Nuffic was represented in the Dutch delegation. The task force has several working groups; Nuffic belongs to the one called 'Higher education and the exchange of information among donors'.

Nuffic works closely with the Association of African Universities and is helping to prepare a study on efficiency in African universities.

Nuffic was host of the European Education Aid Donors Conference, which was held in 1989 for the third time. The main topic of discussion was the introduction of a user-friendly system for exchanging information about planned activities.

Nuffic sees potential for playing a special role in the various networks to which it belongs--a role of bringing together and harmonising ideas, initiatives and activities. This indeed took place at a combined meeting in The Hague in September, where the EADI working group for cooperation in training, and the EC database group, met to discuss 'European cooperation in professional and postgraduate courses'. Possibilities were explored for combining forces to offer courses for people from developing countries.

An average day in an apartment house for Dutch students. Laundry is hanging to dry in the stairwell while the students themselves are studying in the library, attending a lecture, or taking part in discussion with faculty members and other students.
Photo: Loek Zuyderduin

Dutch higher education became further internationalised in 1989, partly as a result of increased budgets for the various exchange programmes. Since Nuffic manages these programmes, Nuffic's activities increased as well. In the last year attempts were made to harmonise the programmes with each other so as to make them all more effective.

The lack of housing for foreign students is still a major problem in the Netherlands. Dutch students in other countries experience similar problems. The housing that is available is often too expensive.

Programme management

Stir

The Stir programme of the Dutch government grew in terms of both budget and the number of requests received. In 1988-89, 1.08m guilders were available for the university sub-programme; in 1989-90, 1.5m. Stir grants are given for institutional projects, programmes of student exchange, and for study trips for staff. Some 500 applications for student grants are received each year. The United States is the most desired destination of both students and staff. Most requests from institutions were for funds to furnish rooms for foreign students. An independent committee was appointed in 1989 to assess Stir requests.

The budget of the Stir sub-programme for professional education (HBO) was almost 3m guilders in 1989. Fifty-three HBO institutes benefited from the programme. They spent almost half the funds for student grants, mainly for internships in Europe and North America. The Stir sub-programme for HBO also funded 171 trips for staff members, and 43 projects. Some of these projects were aimed at setting up international summer courses and producing publicity materials. Five projects transcended the institutional level. The largest share of the Stir budget for HBO was spent in the business and economics sector, followed by the arts and technology.

Stir: the university sub-programme

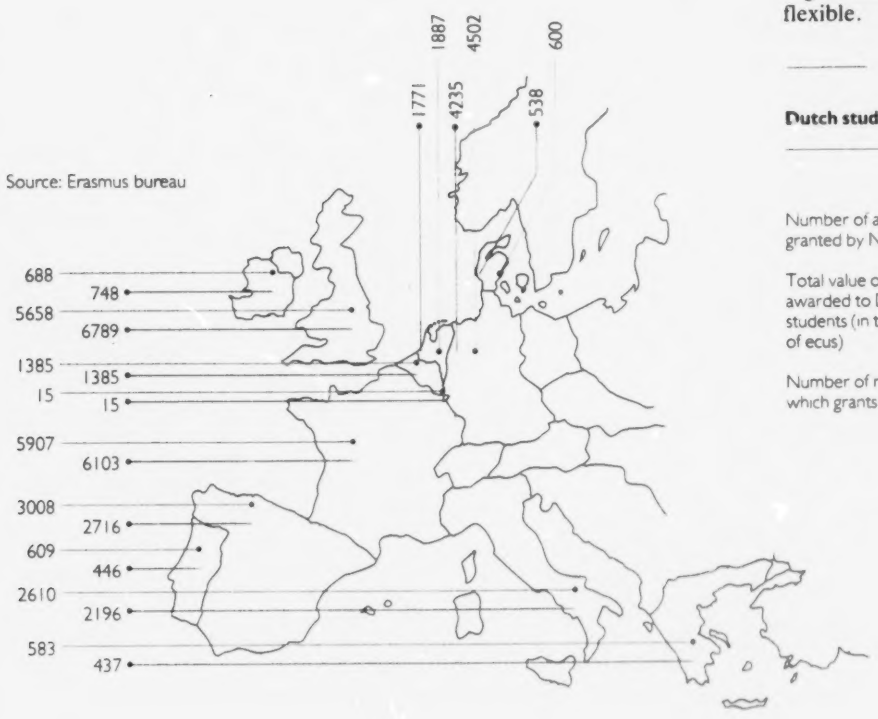
	1988	1989
Total budget	Dfl. 1.08m	Dfl. 1.5m
Number of grants awarded to students	351	500
% of budget	43	51
Number of grants awarded to staff	76	80
% of budget	16	7.5
Number of projects funded	39	36
% of budget	32	26

(Unspent funds were added to the budget for 1990.)

Stir: the HBO sub-programme in 1989

Total budget	Dfl. 3m
Number of HBO institutes taking part	53
Number of grants awarded to students	600
Number of excursions funded	36
% of budget	51
Number of grants awarded to staff	171
% of budget	14
Number of projects funded	43
% of budget	35

Student grants awarded in 1989 as part of inter-institutional cooperation (ICP) funded from the Erasmus programme, by country both as sender and as receiver of students



Source: Erasmus bureau

Erasmus

The budget for the Dutch portion of the Erasmus programme was 666,000 ecus in 1988-89 (1 ecu = f 2.30 at the end of 1989). Erasmus grants were awarded to 654 students. For 1989-90 the budget was more than doubled, to 1,325,000 ecus. The number of applications also doubled. Not only are more students applying to study abroad, but they are wanting to stay for longer periods. More of the Dutch universities and HBO institutes are also wanting to take part in Erasmus. This too means steady growth in demand.

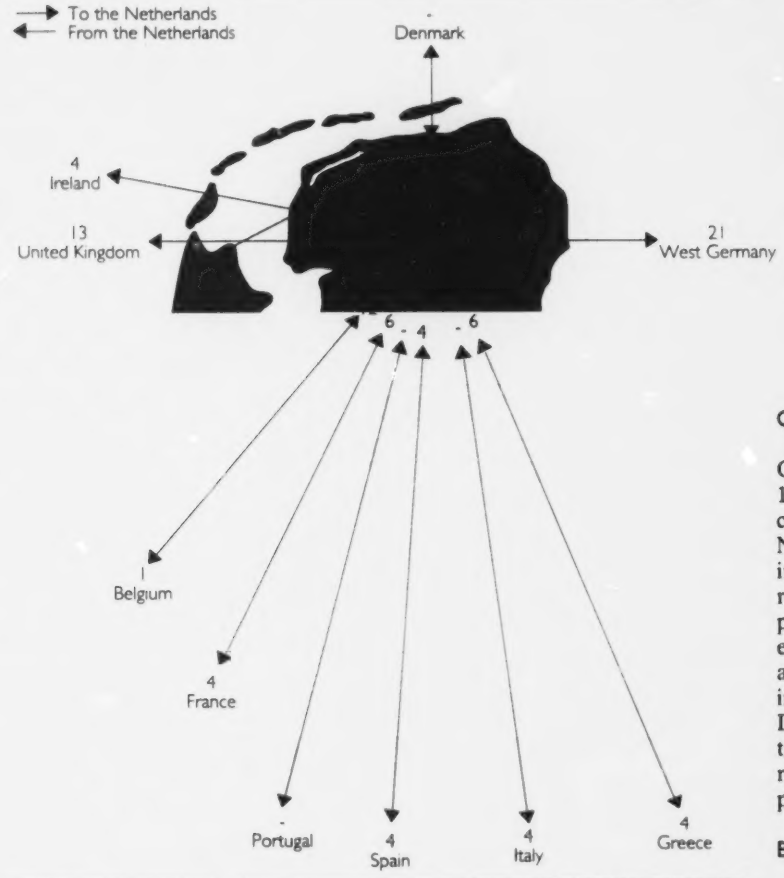
The Lingua programme will relieve some of the pressure on the Erasmus programme. The portion of the Lingua programme that is for higher education has been combined with Erasmus, and Nuffic administers the two programmes together.

Within the European Community, Nuffic has urged that application procedures be made more flexible.

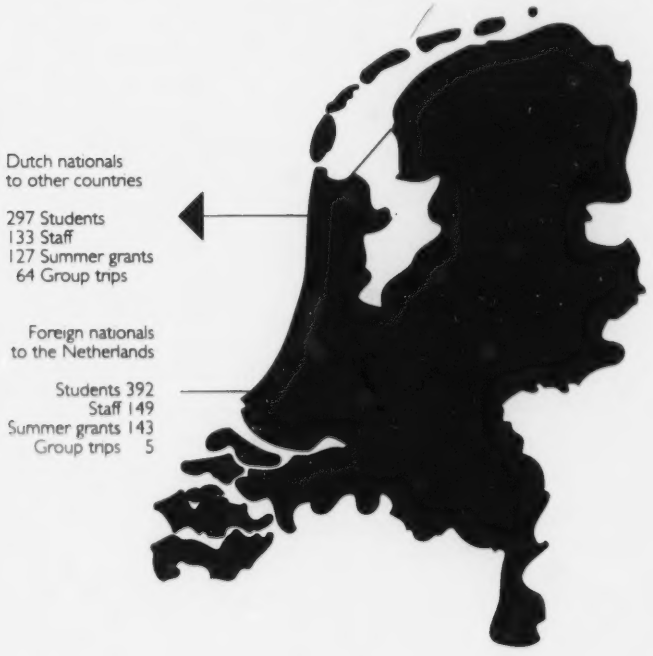
Dutch students awarded Erasmus grants, by year

	1987	1988	1989
Number of awards granted by Nuffic	196	1038	1887
Total value of grants awarded to Dutch students (in thousands of ecus)	330	666	1325
Number of months of study for which grants were awarded	980	5292	10.373

Student internships funded from the Comett programme in 1989, by country both as sender and receiver of students



Cultural Agreements: student and staff exchanges in 1989



Comett

1989 was the last year of the first phase of Comett. Eligibility for funding was restricted in 1989; grants were given only for internships in other countries and for staff exchanges. In the Netherlands, applications were invited only for internships. Dutch participation in Comett I was rather disappointing, despite the fact that the programme has strategic importance for the economic development of both the Netherlands and the EC. Nuffic's main job as Comett information centre was to increase the number of Dutch applications for Comett II. This was done through a publicity campaign; one national and six regional meetings were held. The first results look promising.

Bilateral treaties

1989 was the first full year in which Nuffic was responsible for managing the exchange programmes associated with bilateral treaties. The fear that the programmes of the EC would draw attention away from cooperation and exchanges with partner countries has thus far proved unfounded.

Last year was important mainly because of the rapid social and political developments in Eastern Europe. For years bilateral programmes had offered one of the few possibilities for intensive cooperation with countries in the East bloc. With the events of 1989, interest in these programmes grew enormously. Towards the end of the year Nuffic also began to manage special funds made available for developing courses for Polish and Hungarian students.

OSPA

The Office for Student Placement Abroad (OSPA) is one of the supra-institutional projects funded from the Stir budget for HBO. This project was evaluated in 1989. The most important conclusion was that a national facility like OSPA must concern itself not with establishing specific ties between institutions and with placing and receiving individual students, but with support at a broader level. OSPA must work to remove obstacles to international internships, such as problems of work permits and student income.

Still operating under the old system, OSPA in 1989 found internships for 82 Dutch students, mainly in West Germany. Nineteen students from other countries were similarly placed in the Netherlands.

The library of the English department at the University of Cracow. In 1989 more and more people in Eastern Europe began to show interest in educational and scientific exchanges with Western Europe– and their numbers grew even more following the wind of freedom that blew through the various countries in the autumn.

Photo: Leo Erken

International networks

The importance of internationalisation in the Netherlands was demonstrated by the establishment of the European Association for International Education, a network for the people at universities and HBO institutes who are responsible for international cooperation. The initiative for the network was taken by the Office of Foreign Relations of the University of Amsterdam. Nuffic supported the project with a Stir grant and a subsidy from its own budget. At the conference in December to found the association, Nuffic was well represented among the speakers and workshop chairmen.

Advice

Nuffic wrote a paper in 1989 on the problems of foreign students seeking temporary housing in the Netherlands.

The advisory committee for the Erasmus programme met twice in 1989. The developments in Central and Eastern Europe and their consequences for the programme were a main topic of discussion.

And finally, Nuffic was represented at a number of conferences in Europe and the United States.

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Nuffic held a competition among young graphic artists in the EC; their task was to design a cover for the *Guide to Higher Education Qualifications*. Top honours went to Sandro Marini of Italy. In the tradition of 19th-century satirical drawing, he pokes fun at the European scholar.

Equivalence and professional recognition

In 1989, the Dutch universities requested far fewer recommendations from Nuffic regarding the value of foreign diplomas. The reason for this drop compared with the previous year was the publication in 1988 of a reference work entitled *Waardering van buitenlandse getuigschriften in Nederland* ('Evaluation of foreign credentials in the Netherlands'), which answers most questions. Demand from HBO institutes increased, however, so that almost 1700 requests for recommendations were received in 1989.

Nuffic also receives requests for recommendations regarding the credentials for practicing certain professions. Recommendations have been difficult to make because of the lack of agreements in this area. Perhaps the problem will be solved in 1991, when all EC member states are supposed to have ratified the general directive for the recognition of programmes of higher education, which has already been approved by all ministers. Nuffic took part in the discussions about how this directive will be implemented in the Netherlands.

Within Nuffic the first steps have been taken to improve the way computers are used in the work of issuing recommendations on equivalence.

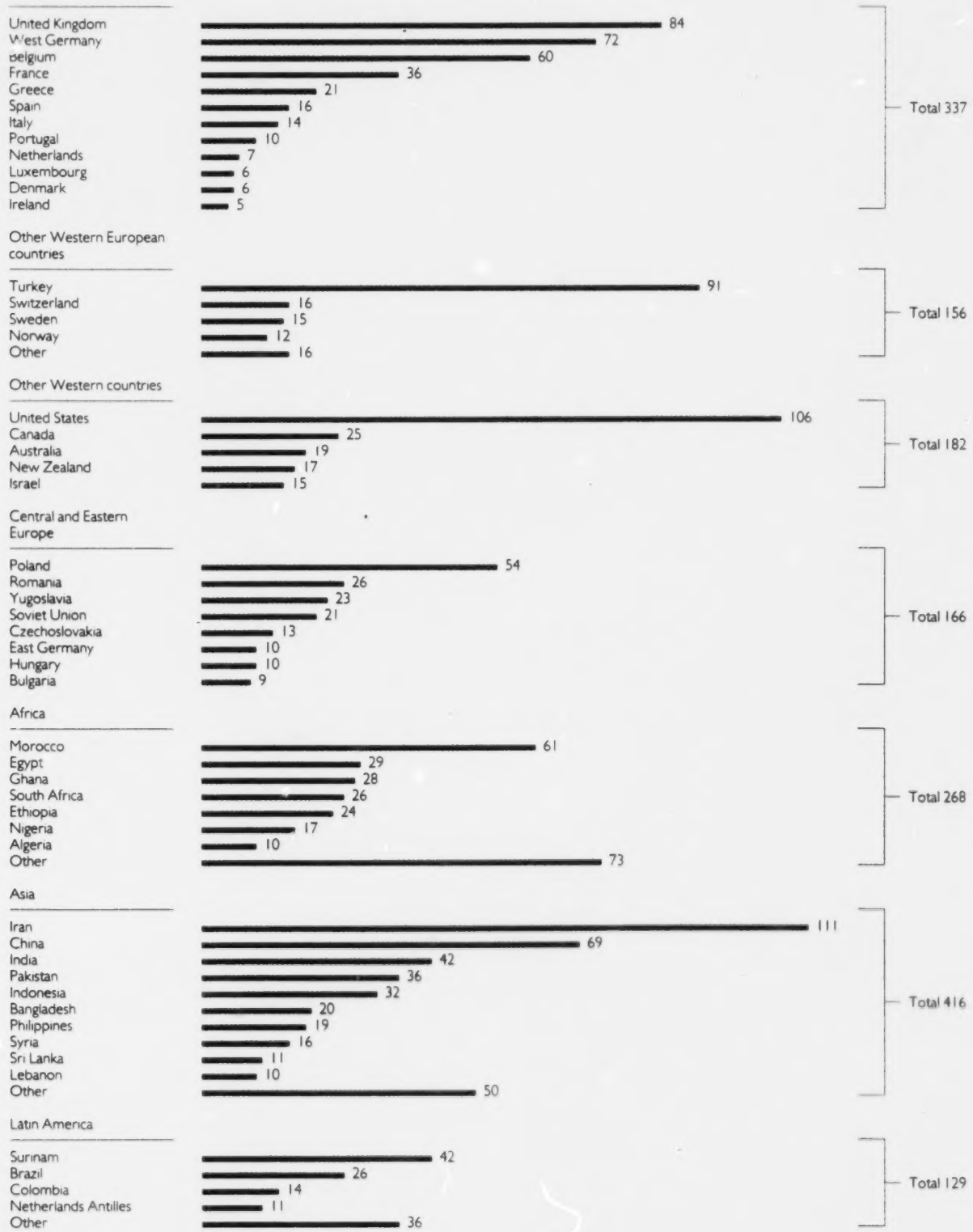
International networks

As in previous years, Nuffic played an active role in 1989 at various international conferences, and in the networks of the EC and the Council of Europe for discussing matters of equivalence. Training courses in credential evaluation were given at the request of the World Bank and Unesco, and a report was written for the EC about HBO. As a reaction to the developments in Eastern Europe, and at Nuffic's initiative, an EC working group was set up to examine the question of recognising Eastern European credentials.

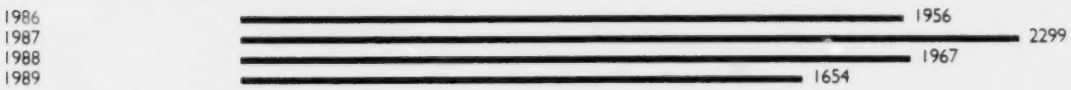
After two years of preparation, TRACE became official: the Trans Regional Academic Mobility and Credential Evaluation Information Network. Nuffic is the Dutch member of this network, and is closely involved with the collection of data on the Dutch education system.

Nuffic assembled the 'Guide to Higher Education Qualifications' at the request of the EC. The guide contains descriptions of the diplomas and systems

Number of recommendations made on matters of equivalence in 1989, by region and country



Total number of recommendations made on matters of equivalence, by year



of higher education of all the EC member states. The complete text was ready in English in March, and translation into the other eight languages of the EC followed. A competition was held among students of graphic design throughout the Community to design the cover for each national edition. There were 353 entries from 12 countries.

And finally, Nuffic played a role in talks within the NARIC network about how best to computerise information on higher education. This EC project has now begun.

Advice

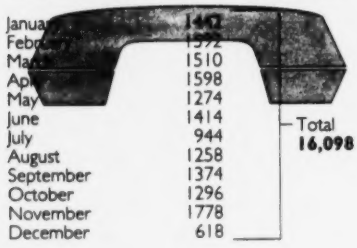
With education becoming increasingly international and Europe becoming increasingly unified, the Dutch academic community has become even more aware of the problems that surround the international recognition of credentials.

Within the Netherlands, Nuffic intensified its efforts to make sure that Dutch higher education receives proper international recognition. Several practical publications were produced which make it easier for the universities and HBO institutes, and for the government itself, to explain Dutch education to people in other countries. These include a guide that helps HBO institutes to write English-language supplements which their graduates can attach to their diplomas by way of explanation *(Handleiding bij het HBO-Diploma Supplement)*. The institutions or organisations to which the graduates are applying are then better able to judge the value of their education. At the request of the foreign ministry, Nuffic produced a brochure that compares the diplomas of Dutch higher education to those of seven other western countries.

Policy recommendations were made regarding the awarding of master's degrees, and a draft white paper was written about the international recognition of Dutch higher education *(Waardering van Kwaliteit)*.

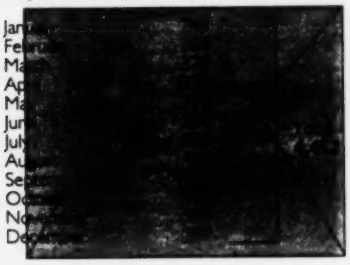
The number of young people interested in international exchange programmes continues to grow. This is evident in the number of inquiries Nuffic has been receiving not only from university and HBO students, but also from pupils in secondary schools. In many cases young people are even deciding where they want to study partly on the basis of opportunities offered for international exchange.

Telephone inquiries in 1989, by month



Source: Nuffic

Inquiries answered by letter in 1989, by month



Visitors to the Nuffic offices in 1989: 199

Source: Nuffic

Publications

In September 1989 *Visum Nieuws* became a separate magazine. Until then this periodical about academic mobility had been a free supplement included with *Overzicht. Visum Nieuws* is still published six times a year, but now it has its own subscribers.

A new edition was published of 'Higher Education in the Netherlands'. This small book describes the structure of the Dutch system, and is intended as background for more specific information. It is the result of cooperation with the Ministry of Education and Science, the Association of Universities in the Netherlands (VSNU), and the Association of Institutes for Professional Education (HBO-Raad).

Several publications appeared for the first time in 1989. *Wegwijzer Internationalisering* is a guide for the staff members at universities and HBO institutes who are responsible for 'internationalising' their institutions. *Woordenlijsten (Nederlands-Engels) voor Hoger Onderwijs* is a booklet containing lists of suggested English translations for terms related to Dutch higher education. Its purpose is to help achieve some degree of standardisation in the words with which the Dutch universities and HBO institutes present themselves internationally. And thirdly, Nuffic published a new brochure describing the programmes of grants for study or research abroad which Nuffic manages or for which Nuffic acts as information centre.

Advice

Members of the Nuffic staff are increasingly called upon to give talks about the various sources of funds for student and staff exchanges. Nuffic staff visited HBO institutes and universities to provide information and answer questions about the new possibilities offered by Comett, Stir, Erasmus, Lingua and the Cultural Agreements. Nuffic staff also made contributions to conferences, symposiums and workshops at home and in other countries.

Events

Nuffic organised a number of special events in 1989. In April, the people from the universities and

HBO institutes who are in charge of bilateral programmes met in The Hague to discuss administrative procedures and other matters of common interest. A study day was held in October to discuss internationalisation from the point of view of policy. Attention focussed mainly on the obstacles encountered by the universities. In November, representatives of the HBO institutes were invited to spend a day in The Hague learning about possibilities for cooperation with counterpart institutions in the Third World.

In the United States, Nuffic explained the Dutch system of higher education at a conference organised by Nuffic's American counterpart, the NAFSA (National Association for Foreign Student Affairs). In Jakarta, Indonesia, Nuffic took part in the Second Exhibition on Professional and Postgraduate Courses in Europe. Students, teaching staff and government officials from the region were offered information about the postgraduate courses conducted in the Netherlands in English.

Nuffic and the press

Reports of Nuffic's activities appear regularly in the press, especially in the newspapers of the universities and HBO institutes, and in publications of the government and of educational organisations. But Nuffic is also becoming an increasingly familiar name in the national press, mainly as a result of the unification of Europe, which draws public attention to such matters as the Erasmus programme and the international recognition of diplomas. In 1989 Nuffic sent out seven of its own press releases.

Documentation

In 1989 Nuffic was called upon more frequently than ever to supply documentation. This was largely the result of growing interest for academic mobility and cooperation within Europe. Bigger budgets for exchange and cooperation meant that more people were exploring possibilities for study and research within the European Community. By the end of 1989 Nuffic had built up a substantial collection of reference works on opportunities in the EC. In absolute terms, there was also more demand for documentation about developing countries. This was largely the result of the increase in Nuffic's activities in this area.

A computer program for cataloguing Nuffic's collection of documentation was purchased in 1989; when fully functional it will improve the service offered both internally and externally.

A survey was conducted in the spring among the subscribers to Achtergrond, the collage of clippings on higher education, research and international cooperation which Nuffic has published once a month since 1983. Inactives were removed from the list of subscribers. These were compensated, however, by an almost equal number of new subscribers, mainly from HBO institutes.

In September Nuffic was represented in Lubljana at a meeting of the working group on information and documentation of EADI, the European Association of Development, Research and Training Institutes. EADI is concerned with education and research for the benefit of developing countries. One topic of discussion at the meeting was the relationship between activities with and for the Third World, and activities involving cooperation with other industrialised countries. These activities are overlapping in a growing number of areas. Another topic was the need for cooperation among the various networks that exchange documentation and information in Africa, Asia, Latin America and Europe.

• In Dutch

Overzicht
Monthly magazine about education, research and development assistance
Frequency: 10 times a year
Circulation: 2900

Visum Nieuws
Semi-monthly magazine about international academic mobility
Frequency: 6 times a year
Circulation: 4500

Achtergrond
Collection of duplicated articles about education, research and development assistance
Frequency: 12 times a year
Circulation: 400

Nuffic Nieuws
Newsletter with information about Nuffic activities
Frequency: 4 times a year
Circulation: 400

Journaal
In-house newsletter for the Nuffic staff
Frequency: 25 times a year
Circulation: 120

Nuffic Wegwijzer Buitenland: MBA-opleiding in Europa
First printing: 1000

Nuffic Wegwijzer Buitenland: Hoger Beroepsonderwijs
First printing: 1000

Nuffic Wegwijzer: Internationalisering in het hoger onderwijs
First printing: 1000

Handleiding bij het HBO-Diploma Supplement
Guide for making supplements that explain HBO credentials in English
First printing: 750

Woordenlijsten Nederlands-Engels voor Hoger Onderwijs
First printing: 600

Beurzen voor studie en onderzoek in het buitenland
Survey of grants available for studying or conducting research in another country
First printing: 6500

Straks ook studeren in het buitenland
Brochure describing programmes of grants for student exchange
First printing: 10,000

• In English

Newsletter
Weekly bulletin for foreign students, with news of what is going on in Holland
Frequency: 40 times a year
Circulation: 2600

Counterpart
Magazine in English about the international dimension of Dutch higher education
Frequency: twice a year
Circulation: 5000

Basic Data on International Courses Offered in the Netherlands
Catalogue of International Education
Frequency: once a year
Circulation: 16,000

Living in Holland
Booklet with practical information to help foreign students adjust to life among the Dutch
Circulation: 5000 copies a year

Studying at a university in Holland: should you?
Booklet for prospective foreign students describing university study in the Netherlands. Available in English, Spanish, French and German
Circulation:
English : 5000 copies a year
Spanish : 1500 copies a year
French : 1500 copies a year
German: 1000 copies a year

Nuffic
Folder describing Nuffic and its activities
Circulation:
English: 3000 copies a year
Dutch : 2500 copies a year

The training and fellowships desk
Description of the section of Nuffic that administers grants for students from developing countries
Circulation: 1000 copies a year

Netherlands periodicals project
Folder describing this project for sending scientific literature to developing countries
Circulation: 500 copies a year

Professional upgrading in the Netherlands
Booklet describing the various types of short courses offered in the Netherlands in English
Circulation: 2000 copies a year

Dutch language courses for foreign students
Folder listing the available courses
Circulation: 1500 copies a year
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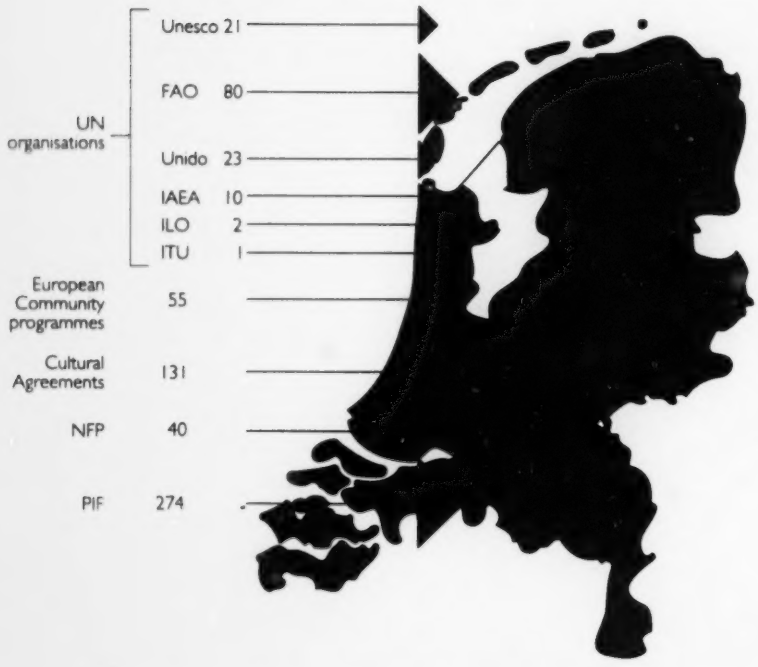
Grants awarded in 1989, by programme



In May the Training and Fellowships Desk was established as a section of the department of human resources and development. Its purpose is to administer the grants of students from developing countries, to help students adjust socially to living in the Netherlands, and to work to improve the general level of facilities offered to foreign trainees and students so that more are encouraged to come to the Netherlands for periods of study. The staff of the Desk also issues recommendations to the bodies that make decisions in this area.

In 1989, through the activities of this section, Nuffic's network of contacts in education and industry was expanded considerably, and with it its knowledge of possibilities for courses, training and funding.

Grant programmes

Nuffic took over the management of two new scholarship programmes in 1989: for the International Telecommunication Union, and for the International Labour Organisation. The total number of scholarships administered by Nuffic rose sharply in 1989, largely because more grants were awarded by UN organisations. Of 874 applications processed, some 650 grants were awarded. Nuffic is also organising a growing number of study tours for UN organisations. On behalf of several sponsors, staff of the Training and Fellowships Desk closely supervised the academic progress of groups of students. These students were also welcomed at Schiphol Airport and given help to get settled in the Netherlands.

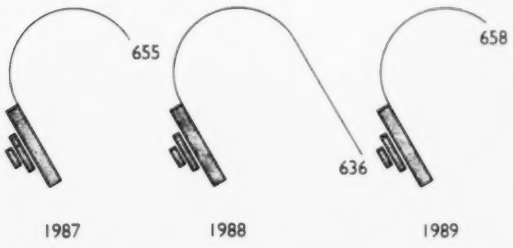
Meet the Netherlands

The programme of excursions and weekends known as 'Meet the Netherlands' was revised and expanded in 1989. Seven weekends, each in a different province, were organised for foreign students (instead of six), and there were two day-trips: one to an old Zuiderzee port city, and another to Amsterdam. Once again, more foreign students wanted to take part (1500) than there were places available (900).

Language laboratory

All year long the Nuffic language laboratory offers 32 hours of lessons a week: 24 in Dutch, 6 in English and 2 in French. The Dutch lessons are particularly popular; applicants often have to wait up to six months for a place. For part of the year there were also long waiting lists for the English classes.

Enrolment in language laboratory classes, by year



Most of the people enrolled to learn Dutch are sent by labour exchanges and refugee organisations. The language laboratory staff also provides special courses in English for several institutes of International Education. In 1989, students at IHE in Delft were given a course of remedial English, with some concentration on engineering vocabulary, and during the last quarter of the year new students at ISS were given courses of English geared towards the social sciences.

In 1989, a total of 658 people from 87 countries attended classes offered by the staff of the Nuffic language laboratory. Enrollment for Dutch was 406, for English 213, and for French 39. As in previous years, many people taking Dutch classes came from Belgium (25), France (26) and Egypt (26). There were also large numbers from Turkey (31) and Iran (45). The largest numbers of students of English--nearly all of them enrolled in IE institutes--came from Indonesia (37) and Iran (30). The most unusual figure for the year was the large total from Iran: 75.

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Editor's note:

- In the text, drs., dr., ir., and mr. refer to academic titles granted by Dutch universities; Dr is used to indicate the Ph.D. degree granted elsewhere in the world, and Mr is the abbreviation of the English 'Mister'.
- Hogeschool = HBO institute (higher education for specific professions).